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TOURO COLLEGE EDUCATION CHRONICLE

ISSUE 4 NO. 1 • SCHOOL OF EDUCATION AND PSYCHOLOGY • GRADUATE DIVISION • FALL/WINTER 2006-2007

THE TOURO COLLEGE *EDUCATION CHRONICLE* IS A PUBLICATION OF THE SCHOOL OF EDUCATION AND PSYCHOLOGY, GRADUATE DIVISION | ANTHONY J. POLEMENI, PH.D., DEAN | YURIY KARPOV, PH.D., ASSOCIATE DEAN | NICHOLAS A. AIELLO, PH.D., ASSOCIATE PROFESSOR OF EDUCATION AND COMMUNICATION, IS THE HEAD WRITER, EDITOR-IN-CHIEF, AND STAFF PHOTOGRAPHER OF *EDUCATION CHRONICLE*. DIANA ELZER IS A CONTRIBUTING WRITER AND ASSOCIATE EDITOR. | LAYOUT AND DESIGN BY TOVA SHIMUNOVA, OFFICE OF ACADEMIC COMPUTING.

HERMAN BADILLO JOINS TOURO COLLEGE



Hon. Herman Badillo
Distinguished Professor of Education
Touro College
School of Education and Psychology
Graduate Division

Dean Anthony J. Polemeni proudly announces the appointment of the Honorable Herman Badillo as Distinguished Professor of Education in the Touro College School of Education and Psychology Graduate Division.

Professor Badillo will offer the courses *Theory and Practice of Bilingual/Multicultural Education* and *City Planning and Urban Education* beginning the spring 2007 semester. The course *Theory and Practice of Bilingual/Multicultural Education* will

include Professor Badillo's latest publication, *One Nation One Standard* (2006), as well as other relevant resource material. Professor Badillo will also present seminars and workshops on urban education to school faculty and staff.

Professor Herman Badillo brings to his position at Touro College decades of experience and public service to New York City and New York State. He is counsel to Sullivan Papain Block McGrath & Cannavo, P.C. Professor Badillo began his public service in New York as Housing Commissioner in 1962. He was elected Bronx Borough President in 1964, becoming the first Borough President of Hispanic origin in the history of the city. Another milestone in American history was made in 1970 when Professor Badillo was elected to the House of Representatives from the 21st Congressional District. He was the first Puerto Rican to be elected to Congress. Congressman Badillo was reelected three times, during which he was the principal sponsor in Congress of the Bilingual Education Act of 1974. His other accomplishments in Congress include having established the first-ever subcommittee on Urban Affairs as part of the Committee on Banking, Finance and Urban Affairs, and sponsoring and securing an amendment to the Voting Rights Act for bilingual voters.

After leaving Washington in 1978, Professor Badillo was appointed Deputy Mayor of New York City by Mayor Edward I. Koch, where he led the way in the rebuilding of the South Bronx. After a time in the private sector, Professor Badillo returned to public service and was appointed by Governor Mario M. Cuomo in 1984 to the post of Chairman of the Board

of Directors of the State of New York Mortgage Agency, Special Counsel for the Fiscal Oversight of Education for Mayor Rudolph W. Giuliani, and most recently, Chairman of the Board of Trustees

of the City University of New York, appointed by Governor George E. Pataki. As Chairman he secured approval from the New York State Board of Regents for a change in the policy of Open Admissions. ■

THE MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY

A Conversation with the Program Chair

Dr. Issac Herskowitz has been a member of the Touro College family for the past 14 years. Before coming to Touro, Dr. Herskowitz served at IBM in a variety of positions including project leader, systems engineer, and analyst. One of his most enjoyable experiences at IBM was being a member of the K-12 team that supported the efforts of the New York City Department of Education with its instructional technology initiative. It was during this time that he became interested in the field of instructional technology, an interest he brings to the Master of Instructional Technology Program at Touro.



Issac Herskowitz, Ed.D.,
Chief Academic Computing Officer
and Dean of the School of Technology

When Dr. Herskowitz first came to Touro there were approximately 30 computers throughout the IT program, and they were not connected to one another. Today, under Dr. Herskowitz's leadership as Chief Academic Computing Officer, Touro College is well connected: there are over 1,000 academic computers in 19 locations, with Internet access in all classrooms. And, the Master of Science in Instructional Technology, which started in 2002 with 12 students, now has nearly 300 students registered for school year 2006-2007.

Dr. Herskowitz was recently promoted to Dean of the new School of Technology.

Q. In this age of electronic marvels, we often see and hear the term "instructional technology." How do you define instructional technology and what do you see as its future?

A. The definition of instructional technology varies. Back in 1963, when I started out in the field I defined it as "applying tools to the educational process." Instructional technology began in the military with training films and movies. The military is still in the forefront of the use of instructional technology by using simulated games to train troops. We in academia are starting to look at games and simulations for use in the classroom.

Children today spent hundreds of hours in front of computers. Many of the video games they play are not educationally productive. We must take the children's interest in computer games into the classroom, because the computer is a very powerful learning tool. At Touro, we have courses in developing multimedia video games

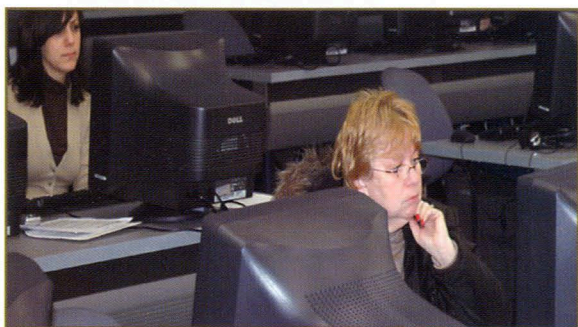
that are educational. I firmly believe that if we put the tools into the hands of the educators and empower them with the knowledge and skills to use them, the ideas will flow.

Q. How is the Master of Science in Instructional Technology Program preparing our students for the challenges of the 21st Century?

A. When we started to put together the program we took a hard look at what other schools were doing and we discovered that the emphasis of those programs is on the use of computers in the classroom. We wanted to go one step further; our program focuses on leadership. We want the next generation of educators to be leaders in their field. Our curriculum not only makes our students technologically savvy, but they also understand how to use the curriculum in a leadership role. They will be able to design technology plans for schools, districts, regions, and be coaches to teachers in the practical application of



Lora Gornaya and Anna Raynes of the Office of Academic Computing.



Students at the Brooklyn Campus taking advantage of fully equipped Computer center.

technology in the classroom. Our students will not only be technical leaders, but instructional leaders as well. Today's school systems are looking for such leaders. And, I firmly believe that those two disciplines cannot be separated.

We distinguish ourselves because we combine the two disciplines. We give our students an understanding of the data-driven application of instruction, and how to use it. Our students are prepared to take the data and find technology-driven programs to positively affect learning. As technology leaders, our students will be able to use data-driven applications to generate data and to access the progress of their students using the data.

We have a very good working relationship with the Department of Education and have received positive feedback about our program. Department representatives and student testimony validate our vision.

Q. Who is the typical student enrolled in the Master of Science in Instructional Technology program? Where do the students come from and where are they headed?

A. Nearly 70% of our students work in the New York City Department of Education in one capacity or another. They are aspiring to be educational leaders. They hold positions such as computer teachers and regular teachers who want to jump on the bandwagon of being in the forefront of technology for the New York City Department of Education; or school, district, or regional office technology coordinators, and are attracted to our program because they see it as a way to learn how to be leaders in the field of instructional technology. There are also those students who enter our program because they wish to enhance their personal technology skills. Yet, after joining the program, some in this group are now considering new teaching challenges.

Because the Department of Education has few school-based technology positions or adaptive technology at the district/region level, our students can be instrumental in setting up an infrastructure for the school system. Instructional technology leadership is in the right place at the right time: the Department of Education is pinpointing problems through technology, and our students are identifying solutions.

Q. What is your opinion of on-line courses? How have they changed the delivery of instruction? Do you think they are a good thing or are they detrimental to learning? What is the future of on-line courses in society? at Touro?

A. I am in charge of supervising undergraduate on-line courses and assist with on-line graduate courses offered at Touro College. The bottom line is that on-line courses are not for every student. It depends on the learning style of the student. On-line courses are a double-edged sword. Some students need interaction with their professors and other students and require motivation from the group setting. Not all students can work in isolation of others. Some need more structure. Regrettably, quite often on-line courses are taken out of convenience rather than sound educational choices. The big attraction is no travel time and the convenience of working around the individual's time schedule.

For the student who is self-disciplined, self-motivated, and can thrive with rich material and little human contact, on-line courses are a good fit. Because of lack of regular contact with his or her students, professors are faced with the task to find rich material that will

challenge the student working independent of a classroom setting. For example, students who need only the "tools" to learn will be given the best instructional materials available, because the material is the teacher. This type of quality on-line course is what we strive for at Touro.

It is my opinion that all the professors who have and are participating in our on-line courses have become better teachers. They use the rich content of their on-line courses in traditional in-class courses, giving all students a greater scope of material. By using technology as a tool to improve instruction, our professors have become greater teachers in person. This is an outstanding start to helping all students. For those who work well independently, they are given rich and challenging material at that level. For those who need structure and more support, the professor uses much of the rich material to coach in person. Those professors who use audio-visual technology in their on-line courses serve as model teachers to their students, and they bring that modeling behavior into their traditional classrooms.

In the future, there will always be a place for both on-line and traditional classes. At Touro, we are moving very slowly and cautiously with on-line courses. There is much thinking and introspection about which direction to take. I use the analogy of jumping into the shallow end of a swimming pool: Do things slowly and be smart.

Q. How have your experiences and background prepared you for the position of Chair of the Department of Academic Computing?

A. Before coming to Touro College, I worked in many areas at IBM. I was a project leader, systems engineer, and a systems analyst. One of my best and most enjoyable responsibilities was being on the K-12 team that supported the New York City Department of Education, then called the Board of Education. The team worked with district instructional teams helping develop instructional technology programs and how to integrate technology into the schools. It was this experience that got me interested in instructional technology and 14 years ago I came to Touro College to help improve academic computing.

While working on my Ed.D. at Columbia Teachers College I met some of the nation's leading academics, many of which I made lasting friendships. For example, Dr. Robert Taylor, a leader in instructional technology, became my friend and mentor.

During my time at Touro, the IT program has come a long way. We started with 20 or 30 computers that were not even connected to each other. Today, we have over 1,000 academic computers in 19 locations. The computers are all connected, and expertly maintained. We have a strong infrastructure with Internet capacity in every classroom. We are capable of placing computers in any room at any of our locations. And our Master of Science in Instructional Technology program in 2002 with 12 students has a current enrollment of close to 300, and it keeps growing. ■

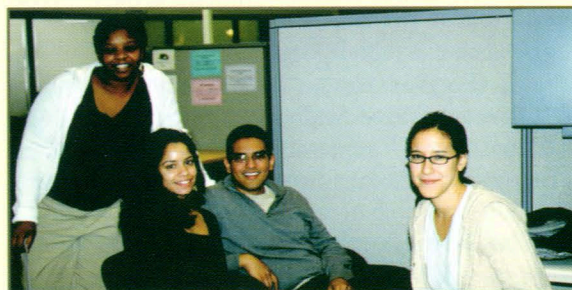
L'CHAIM/TO LIFE

News from Touro College in Partnership with *Health Corps*

GAINING FINANCIAL HEALTH AFFINITY HEALTH PLAN AWARDS TWO-YEAR GRANT TO STUDY BEHAVIORAL CHANGE IN ADOLESCENTS

From Affinity Health Plan press release:

"Affinity is proud to announce our first grant recipient under our new grant-making program: Making a World of Difference. This program provides technical assistance



*Health Corps Affinity Study Members
l.-r.: Oziemay Butler, Work Study; Jennifer Paulino,
HC Coordinator; Jorge Moreno, HC Coordinator; Christine Caruso,
Research Assistant.*

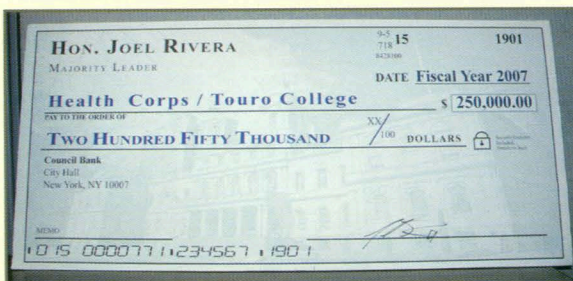
and funding to organizations that are interested in bringing innovative solutions to some of today's most challenging public health problems.

"Our first grantee, *Health Corps*, brings a new way of thinking about health and holistic living to youth through fun, interactive, educational programs, and empowerment. Affinity will provide a grant in the amount of \$270k over two years to evaluate the program's impact through a rigorous scientific evaluation conducted at four *Health Corps* program sites in New York's Washington Heights and Harlem neighborhoods."

Baseline data collection for the two-year efficacy study began in December and measures the effects of the *Health Corps* program on behavioral change in students in the areas of nutrition, mental health, safety, and exercise. Results of the first-year of intervention are expected in the fall 2007. (See related story on page 10.) ■

CITY COUNCIL MAJORITY LEADER SUPPORTS THREE MORE *HEALTH CORPS* SCHOOLS

New York City Council Majority Leader Joel Rivera, who is also Health Committee Chair, presented Touro College/*Health Corps* with a check for \$250,000 at a City Hall ceremony on September 13, 2006. The funds are being used to expand the



Health Corps program to three more New York City high schools, bringing the number of *Health Corps* schools to 11.

The new schools, Abraham Lincoln High School in Brooklyn, Theodore Roosevelt High School in the Bronx, and the High School for Art and Business in Queens are up and running and offer student



At City Hall Funding Ceremony, Sept. 13, 2006: Prof. Stephen Phillips, *Health Corps* National Director; Hon. Joel Rivera, Majority Leader, NYC Council; Dean Anthony J. Polemeni, Ph.D., Touro College School of Education and Psychology, Graduate Division.



The large crowd in attendance enjoys Dr. Oz's response to receiving the check—he thanked Councilman Rivera with a big kiss on the cheek. Enjoying the moment are: (l-r): Jonathan B. Levine, DMD, Founder and CEO of *GoSmile*, a *Health Corps* partner; Dean Anthony J. Polemeni, Ph.D., Touro College; (partially hidden) Hon. Helen Sears, NYC Council Member, 25th District, Queens; (partially hidden) Annemarie Colbin, Ph.D., Founder and CEO, *Natural Gourmet Institute*, a *Health Corps* partner; BK Boreyko, President and CEO, *Vemma*, a *Health Corps* partner. In the background left are students from the *Health Corps* program at Cathedral High School, *Health Corps*' first parochial school, and in the background right are some of this year's *Health Corps* coordinators.



Dr. Harris Marmor, Principal, High School for Health Careers and Science, George Washington Education Complex, in Washington Heights, Manhattan, thanks City Council Majority Leader Joel Rivera for sponsoring *Health Corps* program. The High School for Health Careers and Science is the first *Health Corps* school in New York.



The *Health Corps* Coordinators 2006-2007 surround Dr. Mehmet C. Oz, *Health Corps* Founder.
Back row: (l-r): Daniel Cruz, Angela Allen, Jorge Moreno Middle Row: (l-r): Jennifer Fowler, Shanequa Highsmith, Jason Steinert
Front Row: (l-r): Zhu Liangzheng, Dr. Oz, Jennifer Paulino

participants a holistic approach to developing and maintaining life-long healthy living skills. *Health Corps*, founded by the world-famous cardiothoracic surgeon, author and media personality, Mehmet C. Oz, M.D., is currently in New York, New Jersey, and Pennsylvania, and soon will be in schools in California and Florida as it moves toward its goal to become a national effort on behalf of wellness and the conquest of childhood obesity.

Following Majority Leader Rivera's lead, the *Health Corps* office has been inundated with calls from other members of the City Council and New York State Legislators to explore ways to incorporate *Health Corps* into schools in their districts. ■

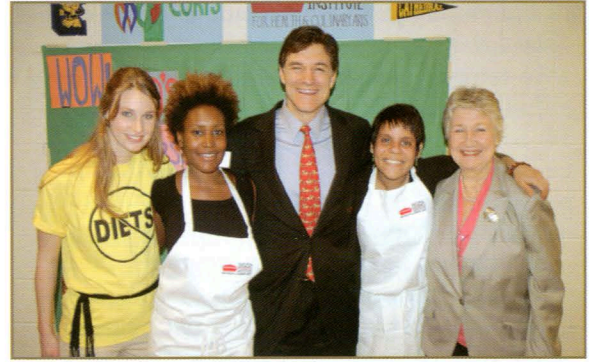
FOOD FOR THOUGHT: NATURAL GOURMET INSTITUTE PARTNERS WITH HEALTH CORPS



Annemarie Colbin, Ph.D., (left) founded the *Natural Gourmet Institute* 30 years ago based on the principle that what we eat significantly affects our physical, mental, and spiritual well-being. The focus of the *Natural Gourmet Institute* is health-supportive, whole food cuisine,

encompassing a variety of nutritional and philosophical paradigms with an emphasis on both plant-based and traditional unrefined ingredients.

(Reprinted with permission from: <www.naturalgourmetschool.com>.)

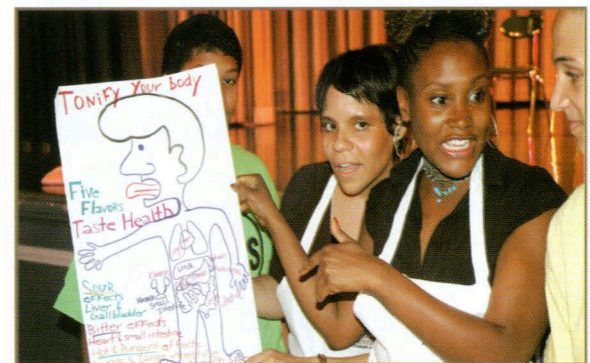


Dr. Annemarie Colbin, right, at a *Natural Gourmet Institute* school demonstration session, spring 2006. With Dr. Colbin are, from left to right: Jessica Crawford, *Health Corps* Coordinator; Elizabeth J. Johnson, *Natural Gourmet Institute* Chef; Dr. Mehmet C. Oz, *Health Corps* Founder; and Ludi Minaya, *Natural Gourmet Institute* Chef.

Natural Gourmet Institute (NGI) partnered with *Health Corps* two years ago. Professionally trained NGI chefs visit *Health Corps* schools and prepare whole foods in demonstration sessions. Students and staff participate in the food preparation and receive complete recipes to share at home. Through these sessions students learn that



Natural Gourmet Institute Chefs Ludi Minaya (back) and Elizabeth J. Johnson (foreground) prepare whole food meal with the help of *Health Corps* students.

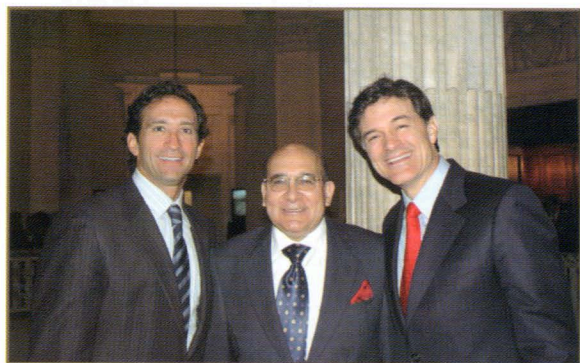


Natural Gourmet Institute Chefs Ludi Minaya (left) and Elizabeth J. Johnson provide nutritional information as well as prepare tasty whole foods.

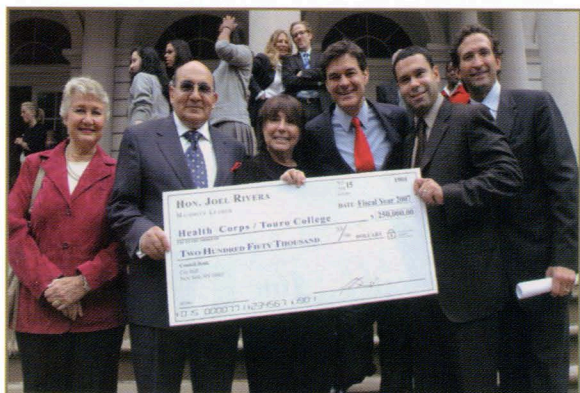
wholesome food is tasty, nutritious, and easy to prepare. The chefs also demonstrate kitchen safety routines and discuss careers in the food industry with the *Health Corps* students. ■

GOSMILE ADDS BITE TO HEALTH CORPS

Jonathan B. Levine, DMD, Founder and CEO of *GoSmile*, the worldwide smile beauty company, has joined forces with *Health Corps* to promote wellness and healthy living among the youth of New York and across the United States. *GoSmile* staff is working with *Health Corps* representatives to develop an oral hygiene curriculum and *GoSmile* is sponsoring a number of projects with *Health Corps* schools to raise the awareness of students and their families about the relationship between oral hygiene and a healthy heart. ■



From left: Dr. Jonathan B. Levine, Founder and CEO, *GoSmile*; Dr. Anthony J. Polemeni, Dean, School of Education and Psychology, Graduate Division, Touro College; Dr. Mehmet C. Oz, Founder, *Health Corps*, at City Hall Ceremony, September 13, 2006.



Health Corps Partners Join in City Hall Ceremony
Dr. Jonathan B. Levine, Founder and CEO, *GoSmile* (far right) joins (l-r) Dr. Annemarie Colbin, Founder and CEO *Natural Gourmet Institute*; Dr. Anthony J. Polemeni, Dean, Touro College School of Education and Psychology, Graduate Division; Hon. Helen Sears, NYC Council Member, 25th District, Queens; and Dr. Mehmet C. Oz, Founder, *Health Corps*, in accepting \$250,000 check from City Council to sponsor three new *Health Corps* schools in New York City from City Council Majority Leader Joel Rivera, sponsor of the funding, at City Hall ceremony, September 13, 2006.



Stacey Levine, President, *GoSmile*, demonstrates one of the many *GoSmile* oral hygiene products to very interested members of the large crowd that gathered at the City Hall ceremony for *Health Corps* sponsored by Majority Leader Joel Rivera.

VEMMA HEALTH AND WELLNESS COMPANY LINKS WITH HEALTH CORPS

Vemma President and CEO BK Boreyko has always been interested in espousing the advantages of a healthy lifestyle. As such, *Vemma*, manufacturer of a unique, world-renowned food supplement, was a natural to partner with *Health Corps*. BK has donated \$100,000 to *Health Corps* in 2006-2007 and has created a link on his company's website <http://Vemma.com/company.html> from which contributions can be made to support *Health Corps*.



BK Boreyko, President & CEO, *Vemma* with Dr. Mehmet C. Oz, Founder, *Health Corps* (New York City Hall, Sept. 13, 2006.)

Vemma has provided the following statement, which appears on its website:

As a company, *Vemma* is dedicated to improving the lives of others through proper nutrition. *Vemma* is proud to support the unwavering efforts of *Health*



BK Boreyko, President & CEO, *Vemma*, a *Health Corps* partner company, addresses the crowd at New York City Hall ceremony sponsored by Majority Leader Joel Rivera, September 13, 2006.

Corps...We look forward to a continuing partnership with this commendable organization as we work together to give today's youth a brighter tomorrow. ■

HEALTH CORPS BRANCHING OUT TO THE SUBURBS

Syosset High School First Long Island Site to Become *Health Corps* School in 2007-2008

On September 28, 2006, the *Health Corps* team, led by Dr. Mehmet C. Oz, Founder, and Professor Stephen Phillips, National Director, presented the *Health Corps* program to the Syosset Central School District, Dr. Carole G. Hankin, Superintendent of Syosset Schools. Joining Dr. Hankin at the presentation, which took place in Syosset High School, were Syosset Schools Deputy Superintendent, Dr. Jeffrey B. Streitman; Syosset HS Principal Dr. Jorge Schneider; School Board members including School Board President Dr. Marc Herman, School Board Vice President Patricia Maschio, and School Board Members Dr.



From left: Assembly Member Charles Lavine, 13th Assembly District; Dr. Mehmet C. Oz, Founder, *Health Corps*; Dr. Carole G. Hankin, Superintendent, Syosset Central School District; Hon. Carl Marcellino, State Senator, 5th Senatorial District. (September 28, 2006)



From left: Prof. Stephen Phillips, National Director, *Health Corps*; Dr. Carole G. Hankin, Superintendent of Syosset Schools; Dr. Jorge E. Schneider, Principal, Syosset High School; Dr. Nicholas A. Aiello, Director of Publications, Touro College School of Education and Psychology, Graduate Division, and *Health Corps* Supervisor of Public Relations. (September 28, 2006)

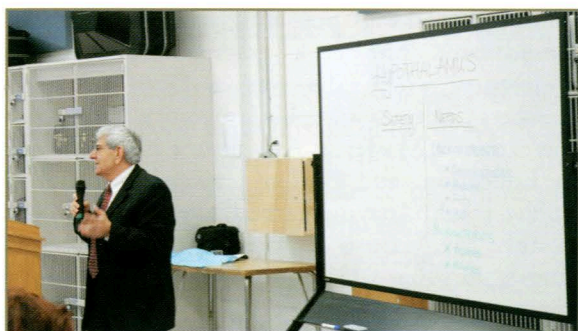
Wendy Stapen and Lana Ajemian; legislative leaders including State Senator Carl Marcellino and State Assembly Member Charles Lavine; faculty from the district's elementary, middle level, and high school; and students from Syosset High School.

Professor Phillips presented the concept of *Health Corps* and demonstrated a lesson on satiety that is part of the *Health Corps* curriculum. Dr. Oz brought his "organs" show to the school, in which he discussed how the body is affected by one's lifestyle. This literal "hands-on" demonstration of human organs had the audience fascinated, engaged, and eager to learn more about holistic medicine and healthy living.

By the end of the presentation Dr. Hankin proudly announced that Senator Marcellino was committing funds to support the *Health Corps* program at Syosset High School in School Year

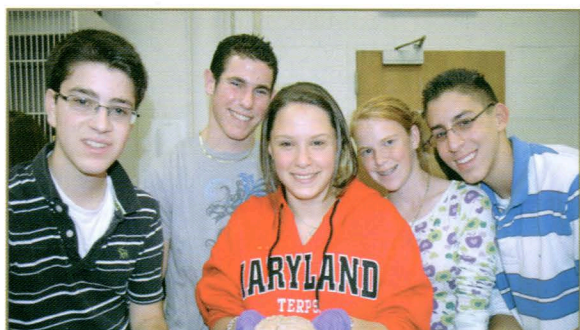


Surrounding Dr. Mehmet C. Oz, Founder, *Health Corps*, are members of the Syosset Central School District community. From left: School Board Member Lana Ajemian, School Board Vice President Patricia Maschio, School Board President Dr. Marc Herman, School Board Member Dr. Wendy Stapen, Dr. Oz, Superintendent of Syosset Schools Dr. Carole G. Hankin, State Senator Carl Marcellino, State Assembly Member Charles Lavine, and Syosset Schools Deputy Superintendent Dr. Jeffrey B. Streitman (Syosset High School). (September 28, 2006).

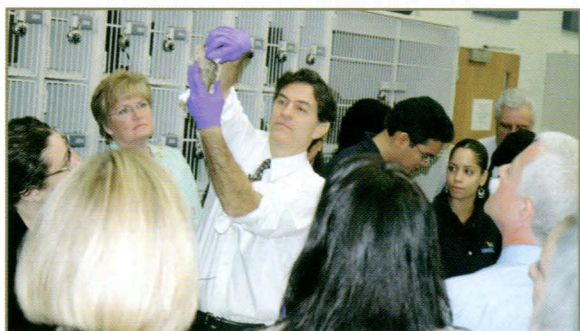


Prof. Stephen Phillips demonstrates a lesson on the function of the hypothalamus to the Syosset Central School District members.
(September 28, 2006)

2007-2008. Professor Phillips and the *Health Corps* team are working closely with Dr. Jorge Schneider, Principal, Syosset High School, and Dr. Jeffrey Streitman, Deputy Superintendent, to incorporate *Health Corps* into the high school's program. Syosset High School and the Syosset Central School District are nationally recognized as leaders in educational excellence. *Health Corps* looks forward to providing its services to the students, staff, and community at that same level of excellence. ■



Syosset High School students learn first-hand about the human brain at *Health Corps* demonstration.
(September 28, 2006)



Dr. Oz demonstrates the difference between healthy and unhealthy organs to a mesmerized group of educators at Syosset High School.
(September 28, 2006)

HEALTH CORPS TEAM GETS NEW MEMBERS



Michelle Bouchard
Health Corps National President

The *Health Corps* team has expanded to include a National President, Staff Developer and a Research Assistant.

Michelle Bouchard has joined *Health Corps* as National President coming from her most recent position as vice president for finance and administration at the Governors Island

Preservation and Education Corporation in New York City. In that role Ms. Bouchard was a key member of the senior management team of public benefit corporation responsible for planning, redevelopment, and on-going operations for the 150 acres of Governors Island. A woman of many interests, Ms. Bouchard has been active in politics, marketing technology, real estate, and the theatre.

Ms. Bouchard is a graduate of Wellesley College, where she earned Bachelor of Arts and Master of Arts degrees in political science, and served as president of Zeta Alpha, the college's literary society. She is the recipient of the Award for Excellence in Theatre Production from the Off-Off Broadway Review (OOBR) and the Log Cabin Republicans Image Award.



Robert Roberts
Health Corps Staff Developer

Robert Roberts serves as *Health Corps* staff developer for the current team of *Health Corps* coordinators and for future *Health Corps* coordinators. Mr. Roberts joins *Health Corps* after successfully serving as Fellow Advisor to the *New York City Teaching Fellows Program* where he was

an instructional leader, mentor, and field advisor for beginning teachers in high-need New York City public schools. His other educational experiences include positions with the Academy of Educational



Michelle Bouchard (seated far right) and Rob Roberts (back right) discuss the *Health Corps* curriculum with HC coordinators at a recent staff meeting. Stephen Phillips, *Health Corps* National Director, (foreground left) also participated in the session. (November 28, 2006)

Development, *MiddleStart*; *TeachersCount*; and *Teach For America*, in Rio Grande City, Texas. At *Teach For America* Mr. Roberts was selected Teacher of the Year for the 2003-2004 school year.

Mr. Roberts earned his Bachelor of Arts degree in English Literature from the University of Florida, where he was awarded a full athletic scholarship in football. A scholar-athlete, Rob was an All-Academic Southeastern Conference Selection from 1998-2001, was a member of the Florida Gators South East Conference football championship team, and was team captain in 2001-2002. His Master of Arts in Leadership, Policy, and Politics is from Columbia University, Teachers College.

Mr. Roberts brings to his position an appreciation for learning, enthusiasm for working with young people, and an understanding of the positive effects of self-discipline. Rob describes himself as a life-long learner who enjoys new challenges. *Health Corps* looks forward to Mr. Roberts' involvement with the students, staff, and the communities it serves.



Christine Caruso
Health Corps Research Assistant

Christine Caruso, M.A., MPH, has joined *Health Corps* as research assistant for the Affinity Health Plan efficacy study.

Ms. Caruso was chosen from a large pool of applicants because of her vast experience in health research, educational issues, and her passion for public health.

Ms. Caruso joined the *Health Corps* team while continuing her association with the Brain Injury Association of New York as Long Island FACTS

(Family Advocacy, Counseling, Training, Services) Coordinator. She is a graduate of Fordham University, where she was a Dean's Scholar; Teachers College, Columbia University, from which she earned a Master of Arts degree in Psychology in Education; and Boston University School of Public Health, having earned a Master of Public Health. Ms. Caruso is planning to continue her studies pursuing a Doctor of Philosophy degree in environmental psychology.

A recognized expert in her field, Ms. Caruso has published articles, including "Impact of Health Literacy on Depressive Symptoms and Mental Health-related: Quality of Life Among Adults with Addiction" in the *Journal of General Internal Medicine* (2006), and in October 2006 presented the abstract, "How Can We Stop the Rot?: Declining Attitudes and Patient-Centeredness in Medical Education," at the Mount Sinai School of Medicine Second Annual Educational Research Day.

The Affinity Health Plan study Ms. Caruso is conducting for *Health Corps* is being undertaken to explore whether and to what extent *Health Corps* is accomplishing its mission to promote healthy lifestyles among inner-city school students. Exhibiting her trademark enthusiasm to promote public health issues, Ms. Caruso said of the study, "I am very excited about participating in this project because the population involved [urban youth] is especially vulnerable and it is clear that obesity is one of the most critical challenges facing public health today." Over 150 students attending the four high schools on the George Washington Campus in Washington Heights, Manhattan, are participating in baseline surveys that attempt to evaluate basic health-related information, as well as responding to questions that evaluate attitudes toward the students' overall health, exercise, and nutrition with an additional component gauging the students' willingness to change/improve their behavior, and identify where on the continuum of change they may be. "In addition," noted Ms. Caruso, "we are collecting biological data on body fat composition and body mass index." These data, along with the survey data, will be collected again at the end of the school year in order to evaluate the impact the *Health Corps* curriculum may have on the treatment group compared to students who did not receive this program. First-year results are expected in the fall 2007. ■

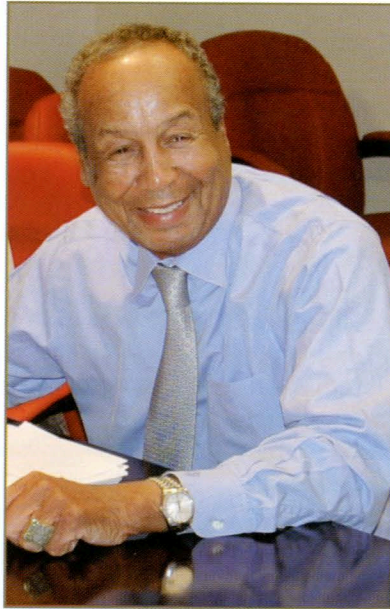
LANDER CENTER FOR EDUCATIONAL RESEARCH

Dr. LaMar P. Miller is Distinguished Professor of Education and Director of the Lander Center for Educational Research at Touro College. He is a native of Michigan and earned his Master's and PH.D. degrees from the University of Michigan. Dr. Miller came to Touro in the summer of 2005 bringing with him many years of invaluable teaching, professional development, and research experience from his tenure at New York University, where he was a professor, Director of the Institute of Afro-American Affairs, Chair of New York University's School of Education's Program in Secondary Education, and Executive Director of the Metropolitan Center of Urban Education (Metro Center).

Dr. Miller is Executive Director Emeritus of the Metro Center, which he founded in 1978 at New York University's Steinhart School of Education. He headed the Center for 26 years. Under his leadership, Dr. Miller raised over 100 million dollars for research. The Center is well known and highly regarded in the field of urban education, and is one of the most successful centers of its type in the country, addressing educational reform aimed at equal access to education with high standards of performance and achievement. The Center aims to provide services to underserved populations in education, government, and to the community agencies that serve them.

Dr. Miller created a series of conferences that tracked the progress of the Brown Decision, a decision that overturned the Supreme Court's 1898 *Plessy v. Ferguson* ruling and barred racial segregation in public schools. He has devoted much of his professional life to ensuring that the Brown Decision is upheld; as such, together with his colleagues, he conducted four national decennial conferences beginning in 1974, including the most recent national 2004 conference, *Brown plus 50*. Dr. Miller noted that the Metro Center is the only organization in the country to follow the Brown decision in this manner.

One of the most important projects directed by Dr. Miller while leading the Metro Center was a federally funded project called the "Equity Assistance Center." This project required him to assist school districts and the state education departments of New York, Puerto Rico, New Jersey, and the Virgin Islands in achieving desegregation. As a result, the "Equity Assistance Center" was instrumental in bringing about a desegregated school district status to school districts including Buffalo, Rochester, Yonkers, Newburgh, and New Rochelle. Dr. Miller assisted the Buffalo School District in establishing 27 magnet schools each with different themes, including the Zoo School built on the grounds of the Buffalo Zoo.



Dr. LaMar Miller, Director

Over the years Dr. Miller has been heavily involved in activities of the American Education Research Association (AERA) and has received several awards. He is one of the leaders who established the special interest group, "Research Focus on Black Education," a group that now consists of over 800 members. Additionally, Dr. Miller worked for the United States Department of Education in developing and implementing a program for increasing the number of women and minority researchers in the field of education. Among the many boards he serves on are the Executive Board of the Behavioral Psychological and Cognitive Sciences and the Board of the National Educational Knowledge Industry Association. He is a prolific author. Some of his

books are: *The Testing of Black Students*; *Equality of Educational Opportunity*, with Edmund Gordon; *Brown v. Board of Education* with Ellen Lagemann; *Brown Plus Thirty*, *Brown Plus Forty*, and *Brown Plus Fifty*.

Under Dr. Miller's leadership, Touro College has submitted a proposal to the New York State Education Department to establish an Ed.D. program in School Administration and Instructional Leadership. He is diligently working to hire new staff, develop courses and syllabi, recruit students,



Dr. Miller presides over meeting of Ed.D. in Administration and Instructional Leadership Steering Committee, November 2006.

create classroom space, and establish applicable and necessary protocols and policies. Dr. Miller established a faculty steering committee consisting of eight faculty members who, during the course of their meetings, have been working to develop the course curriculums and related policies. Several new professors have already been hired and others will be recruited. Their involvement will consist of teaching courses in the doctoral program, becoming advisors and chairs for dissertations, and becoming engaged in the research projects at the Lander Center of Educational Research.

Dr. Miller, who is credited with naming the Lander Center of Educational Research, is “building a center based on the mission of Touro College: to provide services for underserved and minority populations.” The Lander Center of Educational Research does not directly work with students, but rather works with the personnel that serve the students: the teachers and administrators. As such, the Center is attempting to build the capacity of those individuals who have the responsibility for school improvement and for improving student achievement. A central challenge for the Center is to focus on how to improve and reduce the achievement gap that exists between non-minority and minority students by conducting research, professional development, and evaluations. Dr. Miller will write proposals to federal, state, and educational (school district) agencies in order to “make our mark in showing people how some of these schools can be successful with the children they are working with, and, therefore, provide greater opportunities to the children themselves.” The Center is committed to providing solutions to some of these issues and problems; as such, their main objective is to focus on the cognitive aspects of what schools have to deal with.

A current project of the Lander Center is the “Newburgh Enlarged School District Professional Development Program for Administrators.” Newburgh is the seventh largest school district in New York State, consisting of 13,000 students and has all the characteristics of a large urban city. The project was designed to provide professional development for all of Newburgh’s education leaders: principals, assistant principals, and central office directors. Dr. Miller stated that Lander Center staff conducts two professional development sessions each month and will continue to offer the sessions throughout 2007. The Center is also working with Newburgh to develop a research project to track student academic progress over a five year period.

Dr. Miller noted that the Lander Center is in the process of developing new proposals to the federal government regarding professional development, research, and evaluation, and explained that the newly hired staff consists of people who have both practical work and research experience. He explained that the Center is designed so that all faculty members have the opportunity to become involved in research. Dr. Miller has already invited professors from other departments to participate in the Center and was glad to note that several have expressed an interest.

Dr. Miller has devoted his career to improving education across the country for children from poverty and low-income areas, has always been very active within the urban education and education community, and has established a reputation as an individual who recognizes educational issues and problems, and who diligently works to improve these circumstances. He stated that “we must educate all our children equally well if we want to maintain our place as a major country and power with major influences in the world.” Since Touro College is in the process of building and establishing new initiatives, interests, and programs, Dr. Miller is especially excited and enthusiastic as he has the opportunity to meet new people and work on projects that are still in their infancy or developmental phase. Dr. Miller is motivated to create unique and foundational programs that will help Touro College make an even more significant contribution to education in particular, and to society in general.

—Diana Elzer

GRADUATE DIVISION EXPANDS TO SOUTH FLORIDA

President Bernard Lander recently stated that “With the opening of the Graduate School of Education and Psychology in South Florida, Touro’s legacy of service to the educational community continues.”

The following graduate degree programs will be offered, effective January 22, 2007, in Miami: Master of Science in Education and Special Education, Master of Science in School Leadership, and Master of Science in Teaching English to Speakers of Other Languages (TESOL). Certification and renewal courses will also be available to the education community. In addition, a Master of Science in School Psychology has been submitted to the Florida State Department of Education Commission for Independent Education. Contingent on approval, the program will be offered in the summer of 2007.

Dr. Anthony J. Polemeni, Dean of the School of Education and Psychology Graduate Division

described the outreach in Miami as an exciting challenge for Touro College. The Dean is grateful for the wonderful support and cooperation received from Miami-Dade County Public Schools. The administrative offices of the Graduate School of Education and Psychology in South Florida are located at 1101 Brickell Avenue, in Miami. However, classes will be held at five schools, four days a week, throughout Miami. Additionally, classes will be offered at the Touro South campus in Miami Beach. Touro College is bringing its programs directly to the teachers, rather than having the teachers commute to the college. The five school sites are located in five different geographical areas within reasonable traveling distance for the teachers.

President Lander and the Touro College academic community are enthusiastic about graduate programs with their celebration of individual differences, and are optimistic about the programs’ value to the broader education community. ■

THE TOURO COLLEGE *EDUCATION CORPS FRESHMAN MENTOR PROGRAM* MAKING A DIFFERENCE IN THE LIVES OF TOURO STUDENTS



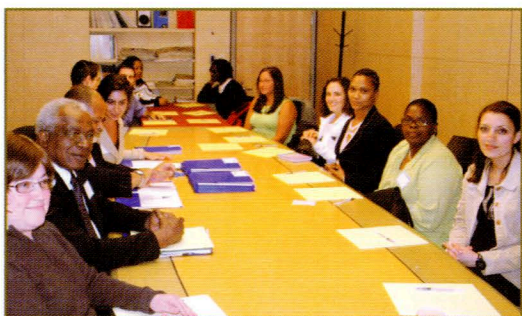
l-r: Prof. C. Yearwood, D. Zarnegin, Dr. A. Krauthammer, Prof. C. Mason

September 2006 marked the beginning of a new program at Touro College aimed at supporting entering freshmen during their critical initial year of college life. The *Touro College Education Corps Freshman Mentoring Program*, a collaboration of the New York School of Career and Applied Studies (NYSCAS) and the School of Education and Psychology Graduate Division, pairs graduate student mentors with undergraduate mentees. The graduate student mentor serves as a role model who guides and encourages the undergraduate mentee

in the areas of academic skills, career choice, college adjustment skills—including goal setting, time management, and study skills—and test preparation. Selected graduate student mentors are awarded Mentoring Fellowships upon completion of the program. Any freshman is eligible to apply to the program. Those selected have participated in an interview process.

The *Touro College Education Corps Freshman Mentoring Program*, under the direction of Dean Anthony J. Polemeni and V.P./Dean Eva Spinelli-Sexter, is directed by a team of experienced educators. Daniela Zarnegin serves as Senior Coordinator and Graduate Division Liaison; Dr. Anna Krauthammer, Assistant Professor of Language and Literature (NYCSAS), is Undergraduate Liaison; Professor Charles Mason is Site Director for the Main Campus of Touro College, and Professor Carlisle Yearwood serves as Freshman Development Coordinator.

According to Ms. Zarnegin, the fall 2006 pilot program registered 10 mentors and 20 mentees. It is



Mentor-Mentee Orientation Meeting, Fall 2006

expected that the number of mentors and mentees will double in the spring 2007 semester. Mentors, who are first-year graduate students, were selected by the program team based on recommendations from graduate program chairs and after successfully completing an in-depth interview conducted by *Education Corps* team members. Each mentor has excellent academic and social skills and was able to adjust her or his schedule to accommodate the program's needs, which require mentor-mentee meetings regularly throughout the semester. At the meetings, mentors help their mentees with daily academic difficulties as well as assisting the mentees identify their personal academic vision. Mentor training is conducted by the program team and includes orientation meetings and on-going team meetings, an information newsletter, and individual support sessions with *Education Corps* team members. Formal workshops and seminars are in the planning stage for future mentors and mentees.

Mentors and mentees received program information folders at the initial training sessions held in the summer 2006. The program folders included a number of items such as "tip sheets" on how to be a successful mentor or mentee and surveys that focused on mentors' or mentees' attitudes about, and opinions on a variety of subjects relevant to the goals of the *Education Corps Freshman Mentoring Program*.

Ms. Zarnegin noted that the program is open to any freshman with the desire to improve, grow, and work toward his or her academic and professional goals. She added that many students who wish to be part of the program are often the first in their family to attend college. As such, they need role models to help them adjust to the rigors of higher education.

Professor Yearwood observed that quite often high school graduates attend college because "they are told to by their parents." They may not be ready to adjust or may not share their parents' view of the importance of a college education. The mentors in

the *Education Corps* have the challenge of helping the apprehensive, even reluctant, freshman understand the value of college life and learning that takes place at Touro College.

Professor Mason has a personal interest in the program. Having served as a mentor at Lesley University before joining Touro College, he recalled his own experiences as a college freshman. "I see myself in a lot of our students. My first year at college I partied more than studied." It was the intervention of a faculty member that enabled him to change his behavior and become a successful student. Remembering the positive impact his professor made on him, Professor Mason emphatically stated, "I will find a way to help make this program succeed."

Dr. Krauthammer observed that she has been "a teacher all my adult life and a student for a large part of my life. For me, it is a life-long commitment." This dedication to education guides her role as Undergraduate Liaison in the program. Dr. Krauthammer noted that in addition to working directly with the undergraduates/graduates in the program she is using her experience to design, develop, and structure a number of program components. In her words, "I help put the nuts and bolts into the program and give it legs."

A goal of the program? In Ms. Zarnegin's words, "We want the mentees to come out of the program saying proudly, 'I am a Touro student'; and the mentors to state with equal pride: 'I made it happen.'"

IN THEIR OWN WORDS

The testimonials that follow are the thoughts and feelings of some of the mentors and mentees in the *Touro College Education Corps Freshman Mentoring Program*.

"I enjoyed immensely being part of this important, innovative program...I felt gratified knowing that I may have been instrumental in setting the path for [the mentees'] future success in college...It is extremely important that mentees are given the opportunity to see through modeling that success can happen if you are given the proper tools."

—Heather Kramer, Mentor

"Through the mentor program I was able to increase my GPA by five points, better my test scores from B and C average to A, decide on my classes for the next two semesters and I have gotten many job opportunities...I also have

learned how to plan my days successfully, without over-scheduling. I recommend this mentoring program to any student who needs guidance with academics, career choices, or attendance.”

—Elizabeth Rankine, Mentee

“I think the program is a valuable resource for undergraduate freshmen. The one-on-one interaction adds another dimension to the typical advisement...It has been gratifying to see any support or help from me affect some change in the mentee in a positive manner.”

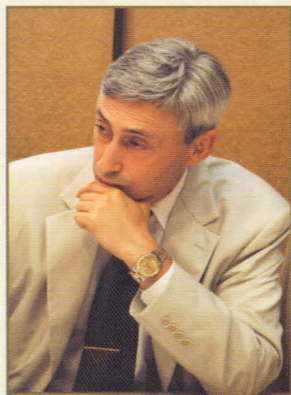
—Jeff Sobel, Mentor

“Touro College is the first college I have attended

since coming to America three years ago. Because I am from a different country and culture I found it very hard to adjust to college life. I needed help with my studies, with choosing courses, and deciding on a major. That’s why I joined the Program. My mentor was very helpful in every way. He guided me in selecting a major and registering for the proper courses, and he encouraged me with my studies. I think anyone who needs help should ask for it because there is no shame in being helped by another person. I have succeeded because of my mentor’s help and support and I think Touro should continue this Mentoring Program because it is really helpful to everyone.”

—Amina Bibi, Mentee

SPOTLIGHT ON STAFF



Yuriy V. Karpov, Ph.D.
Associate Dean

Dr. Yuriy Karpov, recognized as a foremost international Vygotskian scholar, has been informed by his United States publisher Cambridge University Press that the French publishing house, Editions Retz, will include the chapter “Vygotsky’s Doctrine of Scientific Concepts: Its role for contemporary

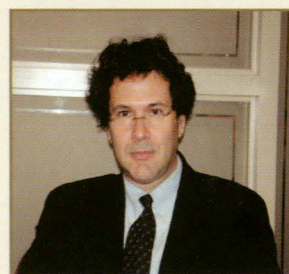
education” in its book, *Vygotsky’s Educational Theory in Cultural Context*. Dr. Karpov is contributing author of that chapter.

Dr. Karpov’s critically acclaimed best-seller, *The Neo-Vygotskian Approach to Child Development*, is now available in paperback from Cambridge University Press. In addition two articles written by Dr. Karpov have been accepted for publication: “Neo-Vygotskian activity theory: Merging Vygotsky’s and Piaget’s theories of cognitive development,” in *Frontiers in cognitive psychology*, M.A. Vanchevsky, Editor; Nova Science, publishers; and “Alexander R. Luria:

His life and work,” in *The American Journal of Psychology*, 120 (1).

In April 2006, Dr. Karpov was a presenter at the Annual Meeting of the American Educational

Research Association (AERA) at its national conference in San Francisco. His topic was *Constructivist and Neo-Vygotskian approaches to merging Vygotsky’s and Piaget’s theories of cognitive development*. ■



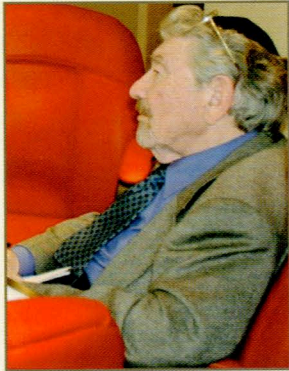
Reuben M. Castagno, Ed.D.
Program Chair, M.S. in Teaching
English to Speakers of
Other Languages, and Bilingual
Certification Programs

Dr. Reuben M. Castagno has been appointed Honorary Associate Professor in the Department of Arts and Humanities at Teachers College, Columbia University. In September he was appointed Fellow Researcher of the Film and Education

Research Academy (FERA) at Columbia University, and on October 30, 2006 Dr. Castagno presented a paper on Cinematic Popular Culture and Pedagogy in the Department of Arts and Humanities at Teachers College, Columbia University.

In September 2006, Dr. Castagno became Chapter Founder and Official Faculty Adviser for the Council for Exceptional Children at the School of Education and Psychology, Touro College. ■

Dr. George Cohen, the founding dean of Touro College, views his primary role as a teacher, and over his 10 years of teaching experience at the college has developed a “unique way of presenting the history and philosophy of education.” Dr. Cohen



George Cohen, Ph.D.
Professor of Education

has redesigned the history and philosophy of education course into a history of culture and made the thesis of the course the extent to which culture influences education. The intent of the course is to make students aware of the importance of cultural evaluation of the world, to analyze

the factors influencing what they are doing as teachers, and to make his students comprehend what the scholars believe are the dominating forces in our culture.

Dr. Cohen is currently on sabbatical to complete a book on the history and philosophy of education that will be one of the few books that will include the history, philosophy, and education in one book. He explained that typically books regarding the subject present either the historical standpoints or the philosophical viewpoints, rarely both. Once completed, Dr. Cohen's book will become available to his students and will, in his words, "show how education reflects philosophy that is influenced by historical events."

In an effort to improve Touro College's programs, Dr. Cohen is beginning to develop a graduate division alumni association program. The first alumni seminar was held on October 2, 2006, for the graduates of the Master of Science in School Psychology program. (See *Alumni Corner* for related story.) The keynote presenter, Carl Kornell, demonstrated ways to relieve stress. The meeting included proposals regarding helping to improve the program, developing the mentoring program, networking with professionals, and keeping the program in touch with the educational and psychological community.

The graduates were asked to establish a formal alumni association. The majority of attendees agreed, an indication that they respected their education at Touro College, and serves as a testimonial to their positive experience. Next on Dr. Cohen's agenda will be scheduling an alumni seminar for graduates of the Master of Science in Teaching Literacy program. After that, Dr. Cohen is planning to concentrate on the largest program in the Graduate Division, the Master of Science in

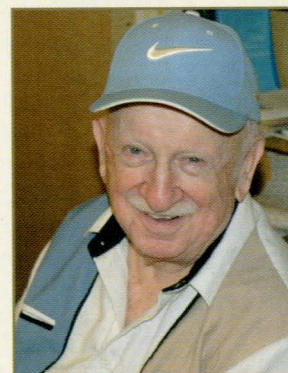
Education and Special Education program with a conference on autism.

Dr. Cohen has been invited to deliver a paper in Italy this summer in Castelemare di Stabia, near Pompeii and Naples. The conference is being sponsored by the Legacy Foundation. Dr. Cohen is looking forward to the conference and to presenting his paper on the role of war in culture.

Dr. George Cohen, an educational architect and historian who has been with Touro College since its inception, holds a Bachelor's degree from Yeshiva University and earned his Master of Arts and Ph.D. in Philosophy degrees from Columbia University. Dr. Cohen held the position of Associate of Higher Education at the New York State Education Department in the Bureau of College Evaluation, was the first academic vice president in Sangamon State University in Springfield, Illinois, served as the national director for the American Professors for Peace in the Middle East, which published the *Middle East Review*, and started ORT School—(Organization for Rehabilitation through Training)—in New York City; experiences that afforded him the opportunity to gain important knowledge with regard to successfully designing and operating colleges and universities.

Although being on sabbatical allows Dr. Cohen to enthusiastically and dedicatedly focus on his innovative new book, he is nevertheless eager to return to his first passion: teaching, and is looking forward to returning to the classroom with fresh material for his students and to educating the philosophers of tomorrow. ■

—Diana Elzer



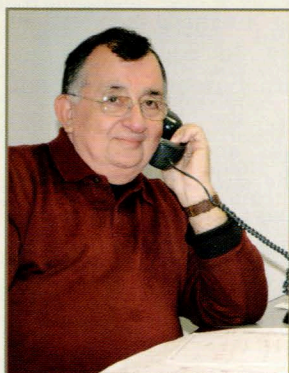
Maurice Wohlgelemer, Ph.D.
Visiting Professor of Language
and Literature

Dr. Maurice Wohlgelemer is Professor Emeritus of English at Baruch College, CUNY. He is the author of *Israel Zangwill: A Study*, *Frank O'Connor: An Introduction*, and *Jewish Writers/Irish Writers: Selected Essays on the Love of Words*. He has edited numerous books and has written more than

50 published essays and reviews. His latest review

essay, "Presidents of Ivy," is featured in the 2005-2006 winter issue of *Academic Questions* (Vol. 19, No. 1). As noted in AQ, A Publication of the National Association of Scholars, "From books by modern heads of Harvard, Yale, Dartmouth, and Cornell, Maurice Wohlgelelnter identifies a twilight of authority at the top, where any slip-ups on racial favoritism, fundraising, football, and a host of other pitfalls can easily cost an unwary president his head. The result is inertia which prevents change from a status quo that regards educating students as, at best, a secondary concern on campus."

An avid sports fan, Dr. Wohlgelelnter recently reviewed *Barney Ross*, by Douglas Century, for *Midstream: A Bi-Monthly Jewish Review* (2007). The book, part of a series entitled "Jewish Encounters," includes, according to Dr. Wohlgelelnter's review, such historic figures as King David, Maimonides, Spinoza, and Emma Lazarus. Barney Ross is part of the series in recognition of his place in boxing history as "one of the two greatest boxers of the Twentieth Century, with Joe Louis being the other." ■



Victor Acker, Ph.D.
Professor of History of Education/
Associate Professor of Education

Opera, which suited his love of classical music. Twenty-six years after he obtained a B.A. in French Literature from Hunter College, he returned to his love of books and academia to study at NYU for his Master's degree in bilingual education. He gained teaching experience by working in various high schools and recalled the success he achieved at one of his teaching positions in which – during the course of a single semester – 85% of his students passed their exams while the aggregate average passing rate of the students from the regularly-tenured teachers was only 30%. This certainly impressed not only his fellow teaching colleagues

and senior staff, but it prompted John Jay College of Criminal Justice to hire him to teach French.

After successfully completing his M.A. in bilingual education, and all the coursework toward a Ph.D., the French government granted Dr. Acker a Bourse Chateaubriand to live in France and pursue his doctorate from the Université de Haute-Bretagne in Rennes, where he focused his dissertation research on Célestin Freinet, a French educator. Upon his return to New York, he taught Comparative Literature at Baruch College and joined Touro College in the spring of 2000 – first as an adjunct professor for SCAS and SGS, then as an associate professor of education and a professor of philosophy of education in the School of Education and Psychology, Graduate Division, and as the developer and director of the Writing Center in the division. Dr. Acker infuses his classes with information his students can utilize, interesting projects, and provides them with innovative and essential reading materials instead of the standard text books. As the developer and director of the Writing Center his objective is to assist undergraduate and graduate students who are experiencing difficulties with reading and writing. His approach involves "going back to the basics" and relearning the foundational steps before dealing with the more complicated and complex intricacies of reading and writing. When the Graduate School of Social Work heard about the important work Dr. Acker was doing, he was appointed director of the School of Social Work Writing Center as well. Currently, Dr. Acker has developed a writing manual that will aid students in identifying, developing, and enhancing their reading and writing skills.

Dr. Acker, who is fluent in English and French, and speaks Arabic, Italian, Spanish, German, Flemish, and Hebrew (and some Yiddish, too), was born in Alexandria (Egypt) and lived there until the Suez Canal War of 1956. After leaving Alexandria, he lived and studied in Belgium and France, and subsequently immigrated to the United States with his family. He has completed his autobiography, which was accepted by a literary agent, and in it, Dr. Acker discusses his numerous personal and professional experiences, the three books on Célestin Freinet he authored – *Célestin Freinet (1896-1966)*; *The French Educator Célestin Freinet (1896-1966): An Inquiry into How His Ideas Shaped Education*, and *L'Histoire d'un Jeune Intellectuel*. For his pioneer work of introducing Célestin Freinet's work and ideas to the Anglophone world,

he was knighted *Chevalier dans L'Ordre des Palmes Academiques* by the French Government in April 2002. On January 9, 2007, Dr. Acker traveled to Paris, France, to attend a small gathering organized by his book publisher where he spoke to his family, friends, and people involved in the Freinet Movement about the life and experiences of the French educator. ■

—Diana Elzer



Osnat Zaken, Ed.D.
Director of the 5-Year Cohort Plan

Dr. Osnat Zaken, associate professor, teaches education courses and is the Director of the new *5-Year Cohort Plan*, a plan that was conceived of by the Dean of the School of Education and Psychology, Dr. Anthony Polemeni and developed by Dr.

Zaken. Since Touro College recognizes the need to expand the pool of minority group educators serving in the New York metropolitan area, the goal of the *5-Year Cohort Plan* is to reach out to those minority groups that have been traditionally underrepresented in the field of education and to reflect the diversity of the teacher population in the schools. The *5-Year Cohort Plan* is offered in Manhattan and leads to the degrees of Bachelor of Science with Concentration in Education and Special Education and Master of Science in Education and Special Education with four New York State certifications. Students who begin the Plan and complete 16 credits per semester can be awarded their Bachelor of Science and Master of Science degrees with four New York State certifications in five years.

Dr. Zaken stated that tremendous outreach to various community organizations has been conducted, especially the Hispanic-American, Asian-American, and African-American communities. She has spoken before 55 ministers, representing a large number of churches and congregations, and has contacted the key community leaders and sponsors of the *5-Year Cohort Plan*. Dr. Zaken stated that the Plan is a collaboration of Dr. Anthony Polemeni, Dr. Yuri Karpov, Dr. Ron Lehrer, Dr. Nicholas Aiello, and Purchasing Supervisor Esther Greenfield, and will officially begin in September 2007. Dr. Zaken

expects the Plan to continue generating a great deal of interest as “it is community-based, is a return to the community, and has identified another way for Touro College to support the community.”

Dr. Zaken stated that a planning committee met in January 2007 to prepare for a major recruitment Open House to be held in March. At the Open House students will receive applications and will have the opportunity to apply for, ask questions about, and obtain information on the Plan. Also in attendance at the recruitment Open House will be major sponsors and supporters of the *5-Year Cohort Plan*. Dr. Zaken will be interviewed about the Plan by a variety of communities within the New York metropolitan area via various forms of media.

Before coming to Touro College, Dr. Zaken spent 15 years in the field of education including four and a half years as a high school assistant principal. Prior to her education-related experience, she worked for the Ministry of Finance in Israel as the Director of Western European Economic Community Coordinator where she worked on the European Economic Community Directives and the impact of these directives on Israeli businesses and banks who considered initiating financial services in the European community. In addition to her role as Director of Western European Economic Community Coordinator, she traded foreign exchange for Israeli banks and high-net-worth clientele. When asked why she changed careers, Dr. Zaken stated that she has always loved teaching and even focused her doctoral dissertation on the finance of education and interviewed prominent personnel regarding their opinions on how to fund education.

Dr. Zaken is enthusiastic about her role as Director of the *5-Year Cohort Plan* and is eager to apply her knowledge and experience to making the Plan a success and generating a high caliber of quality students who will become contributing members and assets to their communities. ■

—Diana Elzer

ALUMNI CORNER



Esther Ingber, one of the first employees of Touro College, has seen the school grow from 36 students housed in one building to an enrollment of over 25,000 students, with sites and campuses around the world. Throughout her years of experience, Ms. Ingber has held numerous administrative positions, one being the first administrative assistant in the Physician's Assistant Program, followed by the Assistant for the Health Information Management Program, Director of Alumni Relations for the School of Health Sciences, and the Director of Alumni Events.

Appointed as the Director of Special Projects and Alumni Relations eighteen months ago, Ms. Ingber first approached the dean with the concept of formulating an advisory council for the School of Education and Psychology, Graduate Division. Currently, the advisory council consists of "15 distinguished members from various forms of business, medicine, and clergy." Ms. Ingber explained that the advisory council's role includes increasing professional networks, providing opportunities for professional growth, developing a public relations plan for Touro College, and identifying ways Touro College can assist the communities it serves. Ms. Ingber stated that the advisory council has the potential to grow and with the recommendations of other people, is currently looking to increase its membership.

Concurrently, Ms. Ingber is working to formulate an alumni association in which each program chair will recommend five individuals for membership onto the alumni council. Ms. Ingber explains that new graduation packages will contain an alumni profile sheet from which potential alumni association members can be recruited and stated that a distinguished alumni member will be featured in future newsletters. Ms. Ingber hopes that alumni members will be able to participate in seminars, workshops, presentations, tutorials, and speaker's bureaus, and will attend organized retreats and social events.

Ms. Ingber is also involved in organizing a brunch for 10 New York City superintendents of the Department of Education. The brunch is scheduled

for early 2007 and will showcase Touro College and its programs, will serve as a means of support for the superintendents by identifying how Touro College can be of service to them, and will provide a platform to focus on areas the superintendents feel Touro College should expand on or work toward. Ultimately, her goal is to host a brunch twice a year, to increase the number of attendees, and for their recommendations to serve as the basis for Touro College to support the superintendents. Ms. Ingber is confident that the brunches will benefit Touro College and the superintendents, and will allow graduates to find role models, mentors, networking opportunities, and to establish important connections within their respective fields. ■

—Diana Elzer



Dr. Mel Imas, Program Chair, Master of Science in School Psychology Program, addresses program alumni at first Alumni Sharing Seminar (November 2, 2006).

Dr. Mel Imas, Program Chair of the Master of Science in School Psychology Program since 2001, brings over 37 years of education and school psychology experience to the position, including 31 years of experience working as a school psychologist. Under Dr. Imas's leadership, the Master of Science in School Psychology Program, which is accredited by New York State Education Department, has flourished. Currently, the program is the largest Master of Science in School Psychology program in New York State, with 150 registered students.

Dr. Imas, born in the Bronx, holds a Bachelor's degree in psychology and physiology from Hunter College, a Master's degree in school psychology from the City University of New York, and earned his Doctor of Philosophy degree in 1972 from the University of Sarasota, Florida.

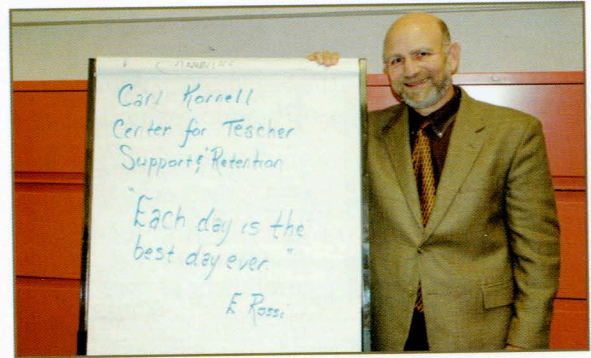
Dr. Imas is certified by New York State as a school psychologist, as a teacher of general science and biology, and has also served as a consultant to a variety of professional organizations.

Dr. Imas's educational background and extensive professional experience have helped him structure the Touro College Master of Science in School Psychology Program with faculty consisting of educators and school psychologists with years of practical experience in the field, and an emphasis on practical application to real-life situations. He believes that the "job of the school psychologist is to make the invisible visible. You can not properly help children unless you understand the underlying reasons for their learning disability, emotional difficulty, and/or inappropriate behavior. Gathering information, school psychologists often get to the root cause of difficulties, so that effective interventions can be put in place." Dr. Imas's role as Program Chair includes "hiring great teaching staff for the students, and great students for the teaching staff," interviewing all applicants to the program, creating a course schedule, generating a course booklist each semester, answering student questions and concerns, registering students, supervising the internship courses, micro-managing, and making sure that the entire process runs smoothly and effectively.

Dr. Imas is also involved with the Graduate Division Alumni Association that met on Thursday, November 2, 2006. The meeting consisted of a large number of graduates of his program who are working in their respective fields. In addition to stress management, the other central topic of discussion was the mental health counseling license. He explains that the Master of Science in School Psychology Program is directly linked with the Master of Science in Mental Health Counseling Program, in that both programs offer 33 course credits in common. As such, students can complete one program and if so desired, can transition into the other.

Dr. Imas stated that the Alumni Association will serve as a great source of support for his students since it will allow him to create a list of potential internship placement sites and share information and knowledge among professors, former graduates, and current students. He hopes to generate an even larger number of attendees in subsequent meetings and stated that the Alumni Association will be an enriching and beneficial resource for all members involved. ■

—Diana Elzer



Professor Carl Kornell, Co-Director of the Touro College Center for Teacher Support and Retention.

On Thursday, November 2, 2006, Carl Kornell the co-director of the Touro College Center for Teacher Support and Retention addressed those alumni from the Master of Science in School Psychology Program who participated in the first of a series of alumni seminars sponsored by the Alumni Association of the School of Education and Psychology, Graduate Division. Professor Kornell's workshop, was entitled *Stress Inoculation for Professionals: Helping Mental Health Providers to Stay Mentally Healthy*. According to Professor Kornell, "Since mental health workers are regularly doing difficult work with needy populations, they are more susceptible to a plethora of illnesses and, in severe cases, burnout." The participants discussed a wide variety of stress-reduction techniques, including exercise, movies, music, and in-depth communications. Stressors and reactions were examined in order to find healthier and more positive responses from both professional and personal stimuli. The workshop was well received. ■

END NOTES

GRADUATION JUNE 15, 2006: HON. SEYMOUR LACHMAN COMMENCEMENT SPEAKER

June 15, 2006, was the date of the School of Education and Psychology, Graduate Division's Tenth Annual Commencement Exercises, held at Avery Fisher Hall in Lincoln Center, Manhattan. Former New York State Senator and life-long educator Hon. Seymour Lachman, Ph.D., was the keynote speaker. The theme of Dr. Lachman's speech was the importance of educators getting involved in the political process as it has such a strong influence on education. Dr. Lachman urged the graduates to back legislation that will support teaching and learning and to become vocal advocates for public education. His words were especially relevant as Dr. Lachman has held a number of high-level positions in education including Dean of Kingsborough Community College, Member and President of the New York City Board of Education, and Professor of History/Chair of the History Department at Kingsborough Community College. ■

GRADUATION 2007 TO BE HELD AT MADISON SQUARE GARDEN

The Eleventh Annual Commencement Exercises of the School of Education and Psychology Graduate Division will be held on Tuesday, June 12, at Madison Square Garden. This year's Keynote Speaker will be Sheila Evans-Tranum, Associate Commissioner of Education, NYS Education Department – Office of New York City School and Community Services.

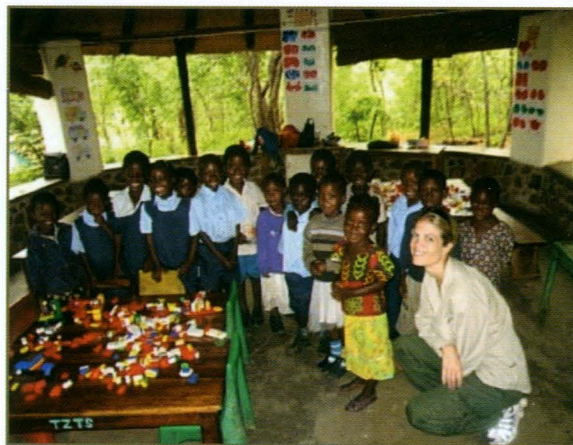
This year's commencement exercises mark a departure from the tradition of the ceremony being held at Avery Fisher Hall, Lincoln Center. The change of venue to Madison Square Garden is because of the ever-increasing number of graduates who attend the ceremony. The Class of 2007 expects to have approximately 1,000 new Master's degree graduates in attendance. ■

DR. LAVALLEE IN AFRICA

Sandrine Lavallee, Ed.D., Deputy Chair, On-line Graduate Studies in Education and Special Education, spent her honeymoon last spring in Zambia, Africa, but always an educator, Dr. Lavallee

took the opportunity to visit the Tongabezi Trust School. Her first-hand report follows:

We stayed at the Tongabezi Lodge located a few miles outside the capital of Livingston. On the grounds of the lodge is the Tongabezi Trust School called Tujatane, which means "let us all hold hands together." The school was set up by Vanessa Parker who was previously teaching as a volunteer in Livingston. When the school opened on May 1, 1996, the mission was to provide education to the children of the Tongabezi staff. Due to its huge success it has been growing ever since, providing education to local children. Over the past 10 years, the school has grown from a pre-school class with 15 children into a primary school with 116 children. Currently, there are five classrooms, an adjacent office/library, a computer room, and a library. Tongabezi built the first classroom; the second classroom was funded solely by donations; the third classroom was funded by a team that completed the Three Peak Challenge in the UK; and the fourth



Dr. Sandrine Lavallee and students of the Tongabezi Trust School, Livingston, Africa.

and fifth classrooms were funded by the Anthony Robbins Foundation.

The life expectancy in Zambia is 37 years old. The two main causes of death are malaria and HIV/AIDS. Most of the children of Tujatane are orphans, typically

living with family members in mud huts. They have no running water and limited access to electricity. The huts are comprised of one or two rooms that are used as bedrooms for parents and children, and a living room for all. The kitchen is an outside charcoal burner. The shower is a grass wall to which family members bring a bucket for washing themselves.

When the administration realized that most of the younger children did not have adequate nutrition and went without food for days, the school started a food program where they provide free breakfast and lunch to the younger children. The Tongabezi Trust School is committed to providing health, hygiene and HIV/AIDS education to all their children.

Through education, Tujatane becomes the starting point for change in these children's lives. For more information about the Tongabezi Trust School visit its website at <http://www.tongabezitrustschool.com/sponsor.htm>

Congratulations to Sandrine and her husband, Matthew Ray, on the birth of their daughter, Arielle Madison Ray, on October 24, 2006. ■

MEET DIANA ELZER



Ms. Diana Elzer, M.Ed. and Certified Canadian Counselor, has joined the staff of the Education Chronicle as Associate Editor and as a contributing writer. Ms. Elzer is currently enrolled in the Graduate Division's Master of Science in Mental Health Counseling Program. A graduate of the University of Ottawa, Canada, where she received her Bachelor of Arts (with Honors) in psychology and a concentration minor in communication studies, her Master of Counseling degree (with Honors) is also from the University of Ottawa, where she worked as the University therapist for over a year before relocating to the United States. Ms. Elzer is a certified psychotherapist in Canada. Her goal is to become certified in New York State as a mental health counselor and open a private practice in New York City. ■

• IN OUR NEXT issue:

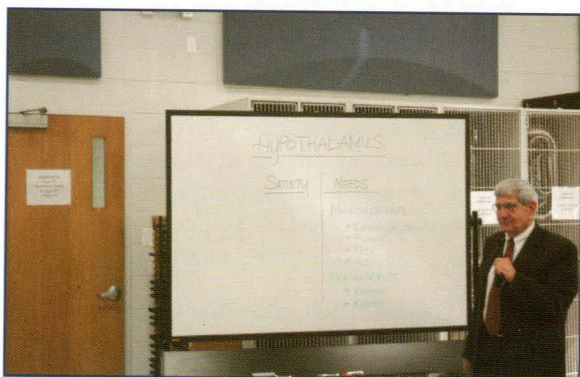


- *The 5-Year Cohort Plan*
- *The Education Corps Freshman Mentoring Program*
- *Alumni Corner*

- A Conversation with Dr. Yair Maman
Program Chair
Master of Science in Mental Health
Counseling Program



- The Lander Center for
Educational Research



- The Children's Health
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